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Research Article

Instructions For Developing Online Educational Materials For Blended Learning At The College Of Social Communication Innovation (COSCI), Srinakharinwirot University

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ABSTRACT

Following the COVID-19 outbreak, all Lecturers demonstrated the ability to effectively adjust and coordinate online instruction. The research purpose is to investigate and analyze blended teaching approaches at the faculty of the College of Social Communication Innovation (COSCI) in response to the COVID-19 epidemic and to create a COSCI's blended learning management model for educational media. Qualitative research uses focus groups and in-depth interviews. By selecting a purposive sample, which represent faculty from all three programmes with offline and online teaching and learning experience. Five participants every course, totaling 15 from a 40-person population.

The research indicates that COVID-19 teaching and learning guidelines prioritize classroom instruction. It is advisable to utilize online teaching selectively, particularly for mentoring sessions related to students' project work and minimize commuting time to the university for both faculty and students facilitating the creation of innovative educational media formats. Lecturers should consider media is crucial for improving students' comprehension and the ability to produce media, encompassing both conventional and contemporary formats such as videos, applications, and websites as should prioritize the diligent selection of suitable technologies. Accessible information learners demonstrate high levels of satisfaction and effectively foster a sense of community within the online system.

Keywords: Online educational materials, Blended Learning, Instructional Design.

I. INTRODUCTION

Amidst the COVID-19 outbreak, every industry needs to adapt to the situation effectively, transitioning into what is now termed the New Normal. This shift affects every aspect of life, including the education sector. Universities and schools must swiftly transition from traditional classroom settings to online platforms, utilizing various systems such as Zoom Application or Google Meet for virtual instruction [1]. However, online teaching is not merely an aspect of education; it has become a pivotal platform that teachers, students, and parents must collectively adapt to. Whether through recorded videos or live sessions, students now learn from the comfort of their homes, offering a crucial solution to the current situation [2].

As the duration of the COVID-19 pandemic persists, educators have increasingly expanded their planning and instructional design efforts. The transition to online teaching has afforded them the opportunity to enhance the effectiveness of learning facilitation. Consequently, educators can employ a diverse array of pedagogical strategies and leverage media and technology with greater efficiency. Online learning, facilitated through internet connectivity and computer technology, has emerged as a fundamental component of contemporary educational practices. It leverages the internet's capabilities to engender immersive and interactive learning experiences, obviating the necessity for physical commuting and providing ubiquitous access and convenience [3]. This enhanced accessibility engenders enduring prospects for continuous learning among individuals. Within the domain of online instruction, learners enjoy flexibility in selecting their preferred modalities of study [4]. Instructional content encompasses textual materials, images, audiovisual resources, and other

multimedia elements, seamlessly delivered to learners via web browsers. Participants in online learning environments—including learners, educators, and peers—engage in interactive communication, collaboration, and knowledge exchange via diverse digital platforms, such as email, chat interfaces, and social networking platforms [5]. Consequently, online learning accommodates the diverse needs and preferences of learners, empowering them to pursue educational endeavors at their own pace and convenience [6].

The concept of the "New Normal" denotes a fundamental shift in societal norms and behaviors, necessitated by significant external influences. It signifies a departure from established patterns of living and encompasses a novel way of existence, diverging from historical precedents. This transition arises due to the impact of external factors, prompting a recalibration of societal norms and expectations towards a new equilibrium [7]. This redefined way of life encompasses various facets, including cognition, learning modalities, communication strategies, operational methodologies, and management paradigms. Such transformative shifts emerge in the aftermath of substantial upheavals, compelling individuals to adapt to prevailing circumstances rather than adhering to conventional practices or reminiscing about past norms. Education, amidst the COVID-19 pandemic, exemplifies this phenomenon, necessitating the reconceptualization of learning environments [8]. The imperative to ensure continuous learning amid school or university closures underscores the need to transform every available space into a potential learning venue. Governments worldwide have responded by instituting distance learning measures, tailored to accommodate diverse equipment availability, parental involvement, and age-appropriate pedagogies. In Thailand, the challenge extends beyond immediate crisis mitigation to seizing this moment as an opportunity for educational enhancement [9]. Thus, educational reforms should transcend mere classroom adjustments to encompass systemic overhauls aligned with evolving learning trends and technological advancements. Traditional teaching methodologies, reliant on printed materials such as student notebooks and exercise books, have historically prevailed. However, the pervasive influence of technology heralds a paradigm shift in educational delivery methods [10]. As technology increasingly permeates our surroundings, teaching methodologies must evolve in tandem, reflecting the transformative impact of technological integration on educational practices.

Blended learning, an emerging pedagogical approach in the era of technological advancements, integrates computer technology seamlessly with traditional teaching methodologies to optimize learning effectiveness and efficiency [11]. This innovative educational model amalgamates various instructional modules, combining elements of distance learning, facilitated through online network systems, with traditional face-to-face instruction. By offering a hybrid learning experience, blending the benefits of both online and in-person teaching modalities, this approach provides a more robust alternative to passive lecture-based instruction commonly found in traditional classroom settings [12]. Central to this methodology is the careful selection of suitable media tailored to specific learning objectives, thereby maximizing the potential for achieving desired educational outcomes [13]. Through collaborative knowledge exchange and active participation in learning communities, students engage deeply with course content, enabling them to realize their full learning potential. This collaborative approach cultivates problem-solving skills and equips learners with the ability to critically assess and implement effective solutions, thereby enhancing their preparedness to tackle future challenges [14].

The primary objective of the study conducted by the researcher was to adapt teaching methodologies to the contemporary context, specifically in response to the paradigm shift brought about by the "New Normal" lifestyle. This adaptation aims to transform higher education by enhancing student engagement and critical thinking beyond traditional classroom settings, with a focus on integrating online learning methods utilizing educational media and technology. The proposed approach emphasizes self-directed learning experiences for students, complemented by continuous support and feedback from educators, with the overarching aim of fostering lifelong learning. The outlined model serves as a framework for developing blended learning strategies within the College of Social Communication Innovation, providing a comprehensive guide for faculty, staff, and stakeholders. In light of the COVID-19 pandemic, all lecturers demonstrated effective adaptation to online instruction. The research seeks to investigate and analyze blended teaching approaches within the College of Social Communication Innovation in response to the COVID-19 crisis and to develop a blended learning management model tailored to educational media.

The research question pertains to the faculty members of the College of Social Communication Innovation at Srinakharinwirot University. It seeks to ascertain the practical guidelines for creating online learning media amid the COVID-19 pandemic, specifically for blended learning environments.

II. LITERATURE REVIEW

The literature review conducted for this research involved a comprehensive examination of relevant theoretical frameworks and scholarly works in the domain of teaching and learning design, blended learning, and the development of educational media, as well as the utilization of Learning Management Systems (LMS). The review highlighted several key points:

Instructional design can be delineated into two distinct meanings: scientific meaning (discipline/science) and process meaning (procedure).

1) Scientific meaning of teaching and learning design involves a corpus of knowledge encompassing concepts, theories, and research on teaching and learning strategies, encompassing strategy development and implementation. Alternatively, teaching and learning design can be regarded as a scientific discipline concerned with delineating the elements of teaching and learning, translating them into practice, and facilitating student learning through assessment and classroom management.
2) Process meaning of learning management design represents a step in the curriculum implementation process. It involves systematically determining the characteristics of learning management through the application of concepts, theories, and relevant information to enhance teaching efficiency [15].

The essence of instructional design can be encapsulated as a systematic approach to planning teaching endeavors. It entails an analytical examination of student needs and the formulation of strategies to address instructional challenges [16]. This process involves the meticulous selection of media to facilitate content delivery, encompassing the creation of instructional materials. Moreover, instructional design involves refining existing methods or innovating new ones by leveraging principles of learning and teaching. Ultimately, the overarching objective of instructional design is to enhance student learning outcomes in accordance with predetermined objectives [17].

Dick and Carey's instructional design model delineates a systematic process for instructional design, renowned for its clarity and widespread applicability in various operational contexts. The model comprises ten distinct steps, each contributing to the comprehensive development of instructional materials and strategies:

1) Assess needs to establish instructional goals.
2) Analyze teaching and learning dynamics.
3) Assess learners and the learning environment.
4) Formulate precise learning objectives.
5) Develop assessment tools.
6) Devise teaching strategies.
7) Create and select appropriate media, materials, and instructional resources.
8) Design and evaluate instructional progress.
9) Refine teaching methodologies.
10) Conduct summative evaluation.

This model provides a structured framework for instructional designers to systematically plan, develop, implement, and evaluate instructional materials and strategies, thus facilitating effective teaching and learning outcomes [18].

Based on the aforementioned information, it is evident that general instructional design models hold applicability within operational contexts, particularly in educational settings. However, it is imperative to adhere strictly to the principles of teaching design, prioritizing the establishment of clear learning outcomes or objectives throughout the learning management process [19]. This necessitates a comprehensive consideration of the anticipated impact on students, including the acquisition of knowledge, comprehension, skills, and attitudes, and the extent thereof. Thorough examination of pertinent information, particularly student-related factors, such as demographics, learning preferences, and contextual constraints, is crucial. Additionally, factors like time constraints, spatial considerations, and student interests should be carefully evaluated to optimize the effectiveness of learning management [20]. It is essential to apply knowledge gleaned from learning management principles, ensuring that instructional activities are designed to present abstract concepts in tangible, relatable formats, thereby maximizing student engagement and comprehension [21]. Educators can utilize teaching design models, such as instructional design models, as frameworks for structuring learning activities. These models serve to elucidate the components of organizing learning endeavors for educators, facilitating a deeper understanding of the instructional process and enabling critical evaluation of operational practices [22].

In delving into the concept and theoretical underpinnings of blended learning, we encounter an instructional approach meticulously crafted to orchestrate a hybrid pedagogical environment [23]. This method seamlessly integrates traditional face-to-face teaching modalities with online pedagogy, harnessing technology to expedite access to learning resources. Through this innovative framework, students are afforded the flexibility to engage with course materials at their own rhythm, facilitated by structured independent learning experiences thoughtfully curated by the instructor. Within this context, educators play a pivotal role in meticulously designing learning activities tailored to meet the diverse needs and learning styles of their students [24].

Blended Learning is motivated by various factors and requirements, which contribute to fostering desirable learning attributes across three key dimensions, as outlined by Graham C.R. [25]. These dimensions can be elucidated and summarized as follows:

1) Enhanced Pedagogical Practices: A pivotal rationale for implementing blended learning is to advance academic development. This imperative arises from the existing learning conditions, which often prioritize knowledge dissemination through traditional teaching methods. Instructors frequently emphasize lecture-based instruction over fostering collaborative learning interactions. However, the advent of distance learning systems, propelled by rapid advancements in information technology, has facilitated the adoption of the blended learning model. Consequently, teaching and learning strategies have evolved, embracing diverse forms of interaction such as cooperative learning, peer-to-peer learning, and student-centered approaches.
2) Enhanced Accessibility and Flexibility: Blended learning formats augment student learning efficiency by affording greater accessibility and flexibility. Students benefit from expanded access to knowledge elements and information resources, adaptable to individual circumstances and readiness levels. This access efficiency, as categorized by Graham and Dziuban [26], spans organizational or institutional levels, program or project levels, and course content levels.
3) Cost Efficiency: Integrated learning serves as a strategic avenue for optimizing educational investment efficiency, particularly within higher education and university contexts. By blending traditional and online instructional modalities, institutions can achieve cost-effective educational delivery without compromising learning outcomes.

The concept of five crucial components of blended teaching: [27]

1) Live Events: Central to blended learning is the incorporation of live events, where direct interaction with an instructor is paramount. These synchronous gatherings mimic traditional classroom settings, providing students with real-time engagement akin to in-person instruction.
2) Self-Paced Learning: Tailoring instruction to suit individual student experiences is fundamental. Empowering students to navigate their learning journey at their own pace and convenience, whether through online platforms or CD-ROMs, serves as a cornerstone of blended teaching.
3) Cooperative Learning: Facilitating collaborative environments wherein learners engage in meaningful discourse fosters deeper comprehension. Utilizing tools like email, online forums, and chat platforms cultivates interactive learning experiences conducive to knowledge exchange.
4) Assessment: Evaluation plays a pivotal role in gauging student comprehension. Pre-class assessments, post-class tests, and in-class evaluations are integral components that inform instructional strategies and measure learning outcomes.
5) Competency Support Tools: Leveraging tools that bolster learner retention and knowledge transfer is essential. Whether through printed materials for reference or utilizing handheld devices to gather data, incorporating supportive resources enhances the learning experience and reinforces comprehension.

There exist four categories of educational media, classified based on the channels through which messages are transmitted and received:

1) Print Media: This category encompasses learning materials designed to support curriculum objectives, as well as general printed resources such as textbooks, teacher's manuals, course materials, reference texts, supplementary reading materials, lesson plans, worksheets, activity exercises, newspapers, journals, brochures, posters, and other printed media [28].
2) Personal Media: Personal media involves individuals possessing expertise and the ability to impart knowledge and various skills to students. This can include teachers, specialists (such as doctors, nurses, lawyers), local experts or philosophers renowned for their knowledge and experience in specific fields, and individuals who have achieved success in their respective careers [29].
3) Electronic Media and Telecommunications: This category encompasses media produced or developed for use alongside technological equipment, including movies, television programs, radio broadcasts, audio or video discs in VCD/DVD format, audio or video recording tapes, computer-assisted instruction materials, distance education systems via satellite or computer networks, e-learning platforms on the Internet, and emerging forms of mobile learning (M-learning) via telephones [30].
4) Activity Media: Activity media encompasses resources utilized for hands-on skill development and practical application of knowledge, engaging learners in processes such as critical thinking, practice, and application. Examples include simulation scenarios, role-playing exercises, field trips, educational games, project-based learning activities, exhibitions, demonstrations, and other interactive learning experiences [31].

The video production process encompasses a comprehensive series of steps aimed at identifying objectives, crafting content, filming, editing, and composition. This iterative process is essential for delivering high-quality media that effectively addresses the needs of viewers or learners [32]. Employing creativity and artistry throughout the video production journey enhances the appeal and educational value of the media, thereby

facilitating the effective conveyance of knowledge and understanding to students or viewers [33].

The concept of learning management system (LMS) design aligns closely with the principles of blended learning, emphasizing the creation of engaging online lessons. In addition to ensuring accuracy and relevance of content, it is imperative that lessons are designed to captivate learners' interest [34]. Analogous to crafting an appealing front page, the design should showcase the uniqueness of the lesson while effectively achieving its objectives and captivating student attention. Therefore, modern, attractive, and user-friendly design is essential for optimal utility [35].

Key considerations in LMS design include:

1) Strategic planning: This involves outlining the layout and collecting pertinent data while maintaining the integrity of the original files.
2) Collection and organization: This step entails gathering and categorizing files, structuring websites, selecting options, and arranging content in a logical manner.
3) Navigation: Effective navigation tools, such as a concise toolbar and clearly labeled links, facilitate seamless movement within the system.
4) Standard criteria: Ensuring linear stability, determining standard width, setting grid lines, and establishing a uniform printing style contribute to consistency and coherence.
5) Audience considerations: Tailoring the design to suit reader characteristics, including computer program preferences, and incorporating feedback mechanisms such as polls enhance user engagement.
6) Website outlining: Creating a comprehensive outline for the website structure provides a roadmap for the design process, ensuring coherence and clarity.
Based on the concepts, theories, and relevant literature discussed by the researchers, a conceptual framework for conducting research can be illustrated. The specifics of this framework are depicted in Figure 1.

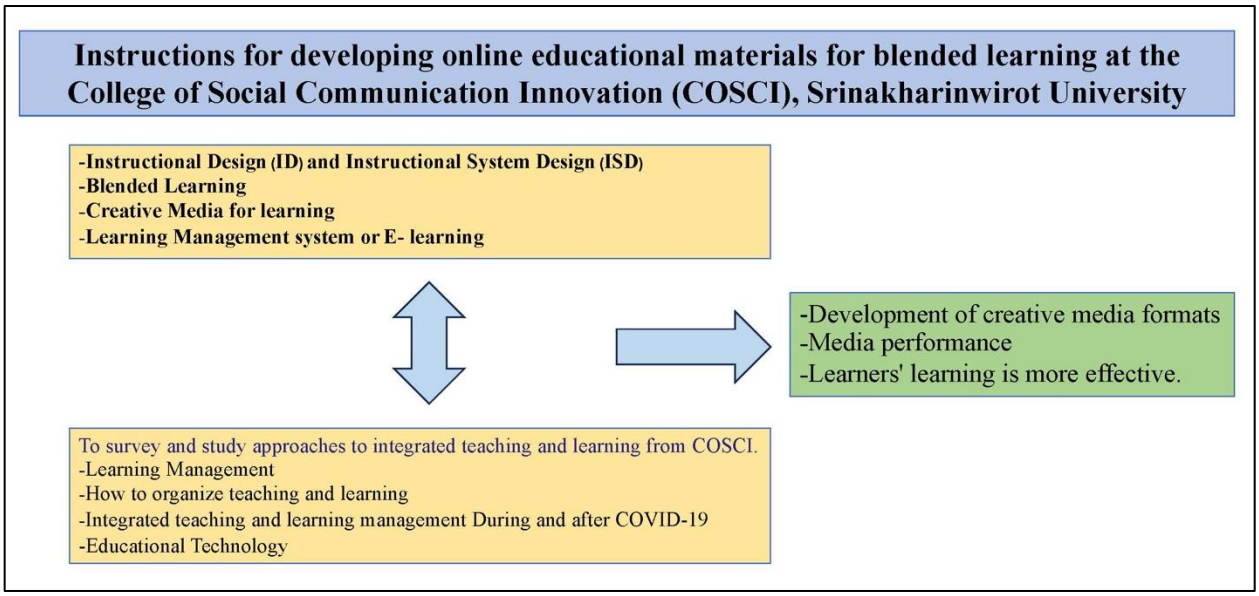

Figure 1 Conceptual framework for conducting research

III. METHODOLOGY

The aim of this study is to explore and evaluate blended teaching methodologies within the faculty of the College of Social Communication Innovation (COSCI), in light of the COVID-19 pandemic. Additionally, the research seeks to develop a blended learning management model tailored to COSCI's educational media needs.

A. Refining the population definition and sampling the participants
1) Population is Faculty members affiliated with the College of Social Communication Innovation at Srinakharinwirot University comprise full-time educators responsible for instructional delivery across all three programs encompassing eleven core subjects.
2) Sample Group is Qualitative research employs focus groups and in-depth interviews to gather data. A purposive sampling method is utilized to select participants, ensuring representation from faculty members across all three programs with both offline and online teaching experience. The sample consists of five participants per course, totaling 15 individuals from a population of 40. Partitioned into two groups: ten participants for group discussions and five for in-depth interviews.

B. Developing research instruments

The researcher examines concepts, theories, and literature pertaining to instructional design, blended learning, and the creation of innovative educational media within learning management systems. This analysis and synthesis process informs the development of research tools, namely focus group discussions and in-depth semi-structured interviews.

1) Focus group discussion topics were generated for a sample of faculty representatives from the College of Social Communication Innovation at Srinakharinwirot University, encompassing all three courses. Three students per course, totaling nine individuals, were selected based on their successful completion of an assessment gauging the coherence of discussion topics. This assessment was conducted by three experts in educational technology.
2) In-depth semi-structured interviews were conducted with a sample of faculty representatives from the College of Social Communication Innovation at Srinakharinwirot University, covering all three courses. The coherence of these interviews was evaluated by three experts in educational technology.

C. The Questions for focus group discussions and in-depth semi-structured interviews

- What subjects are taught by faculty members?
- Amid the COVID-19 pandemic, what teaching and learning formats do instructors employ, and what challenges do they encounter?
- Throughout the various phases of the COVID-19 pandemic, which periods primarily utilize online teaching, when does online teaching become the predominant method, and when is blended learning implemented?
- How do faculty representatives conceptualize learning design?
- Following the COVID-19 pandemic, how have faculty members adapted and refined teaching and learning strategies? Have they reverted to traditional teaching methods or enhanced existing approaches? During the pandemic, did they employ blended learning strategies, create online media, or utilize Zoom Meetings for student guidance?
- If faculty representatives are afforded the opportunity to establish guidelines for the production and utilization of educational media, with the aim of enhancing student learning, what specific guidelines would they propose for learning design?
- What expertise or familiarity do faculty representatives possess regarding the utilization of educational media and technology, particularly in the creation of innovative educational materials or the integration of contemporary digital tools into teaching practices?

D. Data acquisition

To conduct research on the development of online educational materials for blended learning at the College of Social Communication Innovation (COSCI), Srinakharinwirot University, the researcher gathered data. Both group discussions and in-depth interviews were digitally recorded using computer technology, along with sample coding. The identities and details of the participants remained confidential, and research assistants took notes during the sessions.

E. Data preparation and data analysis

Qualitative data analysis involves examining content, consistency, empirical content, and latent content through a systematic process. This process begins with preparing and organizing the information system, establishing a content framework for analysis, and reviewing data accuracy. Subsequently, data is recorded, coded, and indexed for classification, comparison, and summarization. The researcher then proceeds to analyze and summarize the research findings in a sequential manner.

IV. RESULTS

Upon conducting research on Instructions for developing online educational materials for blended learning at the College of Social Communication Innovation (COSCI), Srinakharinwirot University, the researcher analyzed data gathered from focus groups and in-depth interviews with faculty members of COSCI. The significant findings are summarized as follows:

The research findings suggest that amidst the COVID-19 pandemic, educational guidelines emphasize in-person classroom instruction. However, it is recommended to judiciously integrate online teaching, particularly for mentoring sessions pertaining to students' project work, thereby reducing commuting time for both faculty and students. This approach facilitates the development of innovative educational media formats. Lecturers are advised to recognize the significance of media in enhancing students' comprehension and media production skills, encompassing both traditional and modern formats such as videos, applications, and websites. Furthermore, careful consideration should be given to the selection of appropriate technologies. Providing accessible information fosters high levels of learner satisfaction and effectively cultivates a sense of community within the online learning environment. The researcher has encapsulated the research findings within COSCI's

instructional model, depicted in Figure 2.

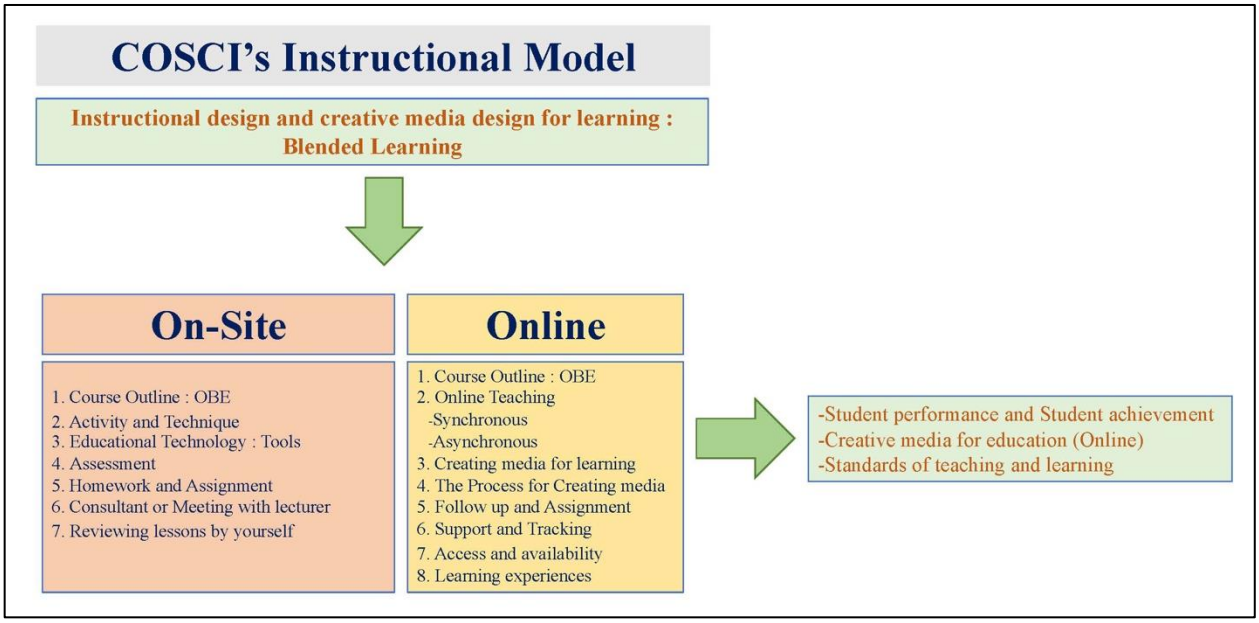

Figure 2 COSCI's instructional model

The instructional strategies and principles delineated for pedagogy within the College of Social Communication Innovation predominantly emphasize traditional classroom instruction, albeit acknowledging the complementary role of online teaching as an adjunctive tool to foster self-directed learning among students. This pedagogical framework underscores the integration of media and information technology to facilitate enhanced accessibility for students seeking guidance beyond conventional class settings. Central to these directives are institutional policies aimed at optimizing instructional methodologies within the classroom environment. Moreover, the educational ethos of the College of Social Communication Innovation prioritizes the cultivation of academic proficiency, creativity, and the refinement of online instructional resources, thus culminating in the formulation of rigorous standards governing teaching and learning endeavors at the tertiary education level.

The primary consideration in instructional design revolves around the delineation of course learning objectives, as stipulated by the Outcome-Based Education paradigm, irrespective of the instructional modality, be it traditional classroom delivery or online platforms. Within the classroom setting, educators are tasked with crafting dynamic pedagogical approaches aimed at fostering active student engagement, thereby nurturing a culture of consistent and autonomous learning. Integral to this approach is the strategic integration of educational media and technology to facilitate contemporary and tailored instruction. Furthermore, the establishment of evaluative criteria aligning with the prescribed learning outcomes is imperative, encompassing both individual and collaborative assessments. Notably, within the pedagogical framework of the College of Social Communication Innovation, a concerted emphasis is placed on student guidance and mentorship, reflective of the institution's commitment to project-based learning methodologies geared towards fostering self-directed knowledge acquisition and creation.

The College of Social Communication Innovation has established comprehensive guidelines for the implementation of online teaching practices, with the overarching aim of complementing and enhancing classroom instruction. These guidelines, rooted in institutional policy, prioritize the development of teaching resources tailored to facilitate independent learning beyond traditional classroom settings. This strategic focus is congruent with broader university policies geared towards fostering lifelong learning and facilitating credit transfer mechanisms. Furthermore, these policies seamlessly accommodate the nuances of online and blended teaching methodologies. Notably, in the realm of online instruction, educators are tasked with determining the synchronicity of teaching delivery, thus necessitating proficiency in both synchronous and asynchronous teaching modalities. Proficiency in video production and utilization of diverse teaching materials are imperative skills for educators engaged in asynchronous instruction. Presently, the College of Social Communication Innovation places significant emphasis on elevating the standards of teaching and learning through the adoption of modern and diverse instructional approaches.

The production of media for educational purposes within the College of Social Communication Innovation is facilitated by the adeptness of faculty members, who frequently encounter minimal hindrances in their creative

endeavors. This is largely attributable to the fundamental relevance of media production within the curriculum. Given the nexus of technology and communication inherent to the discipline, a majority of faculty possess pre-existing competencies requisite for media production. However, supplementary proficiencies required by faculty encompass the adeptness to devise activities congruent with online instructional modalities, alongside proficiency in crafting lesson plans that underscore integrated pedagogical approaches. Furthermore, in select instances, instructors employ online teaching methodologies to offer guidance to students beyond traditional class hours, thereby streamlining accessibility for both educators and learners. The overarching objective of blended instruction design is to optimize student learning outcomes and to effectively realize the prescribed educational objectives delineated within the curriculum.

V. Discussion

The research conducted on the development of online educational materials for blended learning within the College of Social Communication Innovation (COSCI) at Srinakharinwirot University has elucidated the transformative potential of the recent COVID-19 pandemic on instructional methodologies. It underscores that the adoption of educational media and technology can effectively foster enhanced learner engagement and facilitate the attainment of predetermined learning objectives. Moreover, investigations such as "Student Engagement and Academic Performance during the COVID-19 Pandemic: Does a Blended Learning Approach Matter?" [36] underscore the efficacy of implementing blended learning practices amidst the challenges posed by the COVID-19 outbreak. The findings suggest that the strategic deployment of online teaching modalities during such crises can significantly enhance student performance, with the benefits persisting beyond the immediate exigencies of the pandemic.

Effective production of educational media necessitates the implementation of integrated teaching methodologies. While the faculty within the College of Social Communication Innovation predominantly possess backgrounds in media production, their expertise is often oriented towards the realms of entertainment or mass communication. Consequently, when leveraging media for educational purposes, faculty must augment their proficiencies by acquiring additional competencies in blended instructional design. [37] Facilitating knowledge exchange among faculty members fosters a communal environment conducive to collaborative learning design and organizational practices, a concept akin to knowledge management. This ethos aligns with scholarly discourse, exemplified in studies such as "Lecturer Performance in Higher Education: Transformational Leadership, Knowledge Sharing, Change Adaptability and Its Relationship," which advocates for a multifaceted skill set encompassing education, pedagogy, research, and service. To cultivate such proficiencies, faculty engagement in diverse developmental activities including training initiatives, practical application, and inter-faculty knowledge exchange is imperative. [38]

Amid the prevailing circumstances of the COVID-19 pandemic, the imperative to adapt teaching and learning methodologies to an online format has emerged as a necessity rather than an exigency. While there is an eventual anticipation for a return to normalcy, the experience garnered during this crisis has augmented the proficiency of both educators and learners in utilizing online instructional tools. [39] Consequently, as the situation stabilizes and conventional teaching modalities resume, the accrued knowledge and pedagogical competencies pertaining to online instruction remain invaluable. The emphasis now shifts towards integrating traditional classroom instruction with the judicious incorporation of educational media and technology to bolster supplementary teaching endeavors and foster self-directed learning. [40] This entails leveraging teaching media crafted by educators to facilitate comprehensive lesson reviews and harnessing synchronous online platforms to extend counseling services beyond the confines of the classroom, thereby enhancing accessibility and efficacy for both students and teachers alike. [41]

VI. Conclusion

The findings of the study reveal that amidst the COVID-19 pandemic, educational directives prioritize face-to-face classroom instruction. However, it is recommended to judiciously integrate online teaching, particularly for mentoring sessions associated with students' project work, thereby reducing travel time to the university for both faculty and students, thus facilitating the development of innovative educational media. Lecturers should recognize the significance of media in enhancing students' understanding and media production skills, encompassing both traditional and modern formats such as videos, applications, and websites, while also prioritizing the careful selection of appropriate technologies. Providing accessible information fosters high levels of learner satisfaction and effectively nurtures a sense of community within the online learning environment.

VII. Suggestion

1. Faculty members or staff from the College of Social Communication Innovation or other institutions who are keen on enhancing or crafting teaching plans can utilize the model to develop online teaching materials for

blended learning. This model is applicable to courses overseen by faculty members or instructional personnel and serves as a guide for producing innovative educational media.
2. Faculty members or instructors can leverage the research findings to experiment with designing learning activities that incorporate educational media and technology, including creative educational media. This approach aims to enhance student learning outcomes, facilitate knowledge acquisition, and promote flexible learning opportunities anytime, anywhere.
3. The College of Social Communication Innovation can access guidelines for implementing media production projects aimed at fostering lifelong learning. This initiative represents a policy directive at the institutional or Srinakharinwirot University level, which involves the development of a self-directed learning curriculum through online platforms and the establishment of guidelines for credit transfer for future students.
4. In further research building upon this investigation, scholars or individuals intrigued by this research topic can explore the outcomes of employing the online teaching media development model for blended learning, which aims to enhance students' academic performance.

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